

United Against Bullying School Case Study: Pupil Twitter Takeover for Anti-Bullying Week

How Falconbrook Primary, Clapham Junction pupils used Twitter to engage and share anti-bullying messages during Anti-Bullying Week

Context of our anti-bullying work

- We have been celebrating anti-bullying week for a number of years and it needed a lift to raise its profile
- Every year we have an odd sock day
- Every year we dedicate lessons and make the learning creative
- Every year the school council have a role to play in deciding what happens during each week.

What we hoped to achieve

- That anti-bullying week's profile would be raised within the school
- That the children would gain a greater understanding of the impact of bullying and what it means to be an anti-bullying school
- That the children were proud to be considered an anti-bullying school
- That the profile of the Falconbrook being an Anti-bullying school was raised to the wider community.

The action we took

- The school council met in October to discuss things we could do during anti-bullying week and were tasked to run a class council meeting to get the views of their classmates
- One idea brought back to the following school council meeting was a Twitter Take Over which the children were very excited about
- The 4 school councillors in year 6 spent Tuesday taking photos, videos and getting quotes from other children around the school about anti-bullying
- They would then have 'total control' over the school twitter page and could tweet whatever they wanted and as much as they wanted.

Impact and outcomes of the work

- The profile of anti-bullying week was increased dramatically
- The use of social media engaged the older pupils in the cause
- The younger children were more responsive to the Y6s than teachers and more interesting, creative and honest content was created
- The tweets reached beyond the school community

- The children still talk about it
- We will do it again next year and make it bigger and better

What we have learned

- To get creative and think of things the children would enjoy and respond to, so they are fully engaged in the week
- To take risks and allow the children an element (or at least perception) of freedom